

IIOE Asia-Pacific Mid-Year Meeting 2021

Thoughts on the Framework

Seoul National University
Cheolil Lim, *Ph.D*
2021/7/15



Dimensions and phases

Applicability

The **dimensions and phases** are reasonable; specific **competencies** are well identified for practical usage.

The phases of **knowledge acquisition, application, creation, and sharing** intuitively reflect the practices of the HEI workforce.



Improvements might include

Convergence



Why blended learning or online learning :

- Increases the effectiveness and efficiency of traditional objectives : discipline-based knowledge
- New challenge : How to **integrate or converge** different subject matters, such as mathematics, science, and engineering, for complex problem solving
- For example, coding, computational thinking, and artificial intelligence should be integrated into traditional disciplines such as management, art, or engineering.



Improvements might include

Engagement



Frequently asked questions:

- How can **educators** promote **active participation or learner engagement** in online and blended learning?
- Institutional development :  **creating and supporting a changing agency** such as a *Center for Teaching and Learning* or a *Online Teaching Innovation Center* to help faculty acquire skills for promoting learner engagement.



Improvements might include

Feedback system



Optimal use of ICT through formative evaluations

- Feedback from students are very critical and having a **systematic review process** should be included in the ICT and the institutional development dimensions
- The review or feedback systems should be monitored by university leadership within different levels: departments, colleges, and the institution itself

